MIDDLEBURY COLLEGE

Summer 1958

Your Family and Middlebury

ENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

the PRESIDENT'S Page

By Dr. Samuel S. Stratton

Interest in education since *Sputnik I* has produced newspaper headlines, lead articles in popular magazines, bills in Congress, and innumerable conferences, workshops, and round-table discussions. Certainly not in the past decade has there been such a public concern over educational policies and procedures. Fortunately the debate still continues. In time we can expect the extremists to be curbed by the "standpatters" and the latter to be nudged from their satisfaction with the status quo. Through this period of ferment, it is interesting to note that the sometimes cynical professionals, i.e., the professors and students, have likewise been doing some soul searching. At Middlebury I do not recall a year when *The Campus*, student newspaper, has carried more news stories, editorials, and letters to the editor directed to matters purely academic.

Both student and faculty committees have spent a good deal of time this year in studies of Intellectual Atmosphere of the College. Do extra-curricular activities receive over emphasis at the expense of serious intellectual achievement? Are the campus intellectuals given proper recognition and encouragement? Does the faculty give wholehearted support to special conferences and lectures organized to encourage our academic program? Are our courses and programs sufficiently stimulating for the serious and talented students? Are our students sufficiently motivated to go about their academic tasks with eagerness and zest? These are only typical of the many questions that have been raised. It matters not that the answers indicate differences of opinion both among students and faculty. It is, I think, all to the good that our college community is indulging in a wholesome self appraisal of our objectives and our achievements. It is evident that we feel, and with a sense of real urgency, that more is now expected of the college-trained man and woman and that there must be a speed-up in the march toward intellectual maturity and responsibility from the freshman to the senior year.

Yet as I participated in such discussions this year and reflected on the country-wide self criticism of education, I wondered if we did not draw a too gloomy picture of the 1958 college graduate and college professor. Perhaps if we shifted our eyes from the proms, playing fields, and fraternity parties and the student sport cars, we might find a truer perspective of Middlebury 1958. I have not attempted a statistical survey, but these facts have come to my attention. During the summer many of our scientists will be busy at research and teaching. To mention a few—under a $10,000 grant from the United States Public Health Service, Dr. Chute, with selected students, will conduct research in our biology laboratories. Dr. Chih, under a National Science Foundation Grant, will continue research in the field of atomic studies. He also makes use of qualified students in his project. In chemistry, under a du Pont grant, research projects will keep some department members busy in their laboratories.

Financial awards for summer research and attendance at conferences have come to three members of the Economics Department: Dr. David K. Smith, '42, was selected to work with a group of economists and bankers at the Marine Midland Bank in New York City; Dr. Karl Anderson will meet for an extended period with a group of distinguished economists and government officials under the auspices of the Merrill Foundation; Mr. Wolff will attend a session in Cleveland organized for discussion among businessmen and economists, sponsored by the Republic Steel Corporation. Dr. Howard Munford, at the invitation of our State Department, goes to Russia with a group of outstanding educators. Chaplain Scott was selected to attend a conference on personnel organized and financed by the Standard Oil Company of New Jersey. Under another du Pont grant, literary and historical research will be undertaken by Dr. Paul M. Cubeta at Middlebury and Harvard; Dr. C. Leonard Hoag at Middlebury, Columbia and Harvard; Dr. Thomas H. Reynolds at Columbia and in the field, and Professor Perley Perkins at Colby College. Dr. Jean Berger has accepted a second invitation to become a member of the MacDowell Colony at Peterboro, New Hampshire, where he will carry on his individual studies and work in musical composition. Dean Bowker will attend an Intellectual Life Conference [*Continued on page 11*]

MIDDLEBURY in the News

Plans Being Completed For Oct. 25 Parents Day

Preliminary plans have been completed for the Third Annual Middlebury College Parents Day which will be held on Saturday, Oct. 25th.

The Saturday program is being arranged to make it possible for parents to visit the College when it is in session. Parents will have the opportunity to meet President Samuel S. Stratton, the Deans and members of the Faculty. Classes will be open to parents within the limitations of classroom space. A special Parents Luncheon will be held in the Memorial Field House prior to a football game with Rensselaer Polytechnic Institute at Porter Field. Parents will be guests of the College at the game. A reception for parents will be given by Dr. and Mrs. Stratton immediately following the football game.

A Chapel Service for parents will be held at 10:45 A.M. on Sunday morning, Oct. 26 at Mead Memorial Chapel. No other functions will be scheduled for Sunday in order to allow ample time for family visits with sons and daughters. An Art Exhibit at Carr Hall will be open to parents on both Saturday and Sunday.

Due to the fact that visitors have varying preferences for room accommodations, it is necessary that all parents attending Parents Day arrange for their own reservations. Sons and daughters in College frequently assist in securing accommodations for their parents.

Shortly after the opening of College in September, all parents will receive an invitation to Parents Day with a return card listing the functions on the program so that visiting parents can indicate the events they would like to attend.

Parents Fund Has Record Year

The 1957–58 Parents Fund closed with a total of $16,538.88 in contributions from generous parents. This gratifying result marks an all-time high and indicates the increasing importance of parents' support of the Middlebury Development Program. The steady growth of the Parents Fund is evidenced by the following results achieved these past four years: 1954–55 $6,942.75; 1955–56 $5,317.50; 1956–57 $7,975.52; 1957–58 $16,538.82.

Much of the sizeable increase in this past year's Parents Fund results from special gifts by parents to assist with the proposed addition to Middlebury's Egbert Starr Library. Many parents have been taking a very active part in the program to increase the College's Library facilities.

One Middlebury Dad has been busily engaged this past year attempting to get assistance for the Library Project from a local foundation in his area. In Saudi Arabia, a small group of Middlebury parents are attempting to raise the funds necessary to finance one of the Seminar Rooms in the new Library addition. A number of contributions to the Library project have been from parents whose sons and daughters have graduated.

Another significant development in the Parents Fund has been the addition of an appreciable number of gifts from Middlebury graduates. In past years gifts from parents who attended Middlebury were credited only to the Alumni Fund. The 1957–58 Parents Fund includes gifts from Alumni parents who not only gave to the Alumni Fund but also made special separate gifts to the Parents Fund.

More than eleven percent of the parents of Middlebury undergraduates participated in the 1957–58 Alumni Fund.

Parents contributing to the Parents Fund include:

Mr. and Mrs. Ernest M. Adams, Ambassador and Mrs. Arthur A. Ageton, Mr. and Mrs. Martin E. Alvord, Mr. and Mrs. H. S. Andrews, Mr. and Mrs. Pierre E. Auger, Mr. and Mrs. Walter S. Baird, Mr. and Mrs. Luke L. Benz, Mr. and Mrs. Leland S. Berkley, Mr. and Mrs. R. W. Bowlen, Mr. and Mrs. J. M. Brzezenski, Mr. and Mrs. Jere D. Buckley, Mr. and Mrs. T. A. Buhl, Mr. and Mrs. Russell A. Burnham, Mr. and Mrs. W. M. Bush, Mr. and Mrs. J. R. Camp, Mr. Burke N. Carson, Mr. and Mrs. Putnam Cilley, Dr. and Mrs. M. Marvin Cohen, Mr. and Mrs. Leonard B. Colt, Mr. Benjamin Cone, Mr. and Mrs. C. W. Cooper, Mr. and Mrs. John D. Cowan, II, Mr. and Mrs. Clair B. Crampton.

Mr. and Mrs. D. Benton Crittenden, Mr. and Mrs. Joseph Cusimano, Mr. Godfrey M. Day, Mr.and Mrs. Guy deGunzburg, Mr. and Mrs.

(Continued on page 4)

Welcome . . .

With this issue, *Your Family and Middlebury* welcomes as new readers the parents of 378 new undergraduates entering the College this Fall. Records indicate that these new members of the Middlebury Family reside in some 30 states, Canada and several foreign countries. The College hopes that they will join with the Middlebury parents of other classes in maintaining a common interest in their son's or daughter's college in the Green Mountains of Vermont. *Your Family and Middlebury* can never substitute for a letter from a son or daughter, but the College trusts it will prove worthy of your attention and serve as a means of keeping you informed of life and educational activities at Middlebury.

As the College welcomes the parents of new students, she also realizes that Middlebury loses direct contact with the parents of the Class of 1958. The College would be honored to retain the readership of her "graduate parents" so do not hesitate to drop a card or note to the President's Office if you would like to stay on the mailing list of *Your Family and Middlebury*.

ON THE COVER: Richard Lewis holds son Michael, 2, and daughter, Janet, 3, as wife beams congratulations at Commencement. He worked his way through College and will do graduate work at Wesleyan.

GEORGE H. HUBAN, EDITOR

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PARENTS FUND . . .

(*Continued from page 3*)

Raynor S. Duell, Dr. and Mrs. William D. Dugan, Mrs. Stanton S. Eddy, Jr., Mr. and Mrs. W. H. Emory, Jr., Mr. and Mrs. Guy English, Professor and Mrs. James Eppes, Mr. and Mrs. J. S. Ferry, Mr. and Mrs. Hy Fox, Mr. William C. Gay, Mr. and Mrs. W. F. Geenty, Mr. and Mrs. Leo Getzoff, Mr. and Mrs. Arthur Gibb, Mr. and Mrs. Charles B. Gilbert, Mr. and Mrs. Joseph Greene, Mrs. Violet Groll, Mr. W. P. Gwinn, Mr. and Mrs. Randolph E. Haller, Mr. and Mrs. Robert J. Hancock, Dr. and Mrs. Carl F. Hammerstrom.

Mr. and Mrs. Victor C. Hansen, Mr. and Mrs. A. Russell Heaton, Dr. and Mrs. Edward B. Hopkins, Mr. and Mrs. Kenneth E. Hopper, Mr. and Mrs. Alexander Horniman, Mr. and Mrs. H. R. Horton, Mr. and Mrs. Kenneth T. Howell, Mrs. L. T. Howell, Mr. Moses G. Hubbard, Mr. and Mrs. F. H. Humme, Mr. and Mrs. Lawrence S. Irwin, Mr. and Mrs. Roy T. Je ıkyns, Mr. and Mrs. Helmer Johnson, Mr. and Mrs. Kenneth A. Jones, Mr. and Mrs. Albert Karlik, Mr. and Mrs. Murray E. Kempler, Mr. and Mrs. Clifford L. Kernochan, Mr. and Mrs. John H. Kinghorn, Mr. and Mrs. Henri Krouwer, Mr. C. W. LaPierre, Mr. and Mrs. Irving W. Layman, Mr. and Mrs. F. J. Lenfestey.

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Mr. and Mrs. H. Michael Wilson, Mr. Paul E. Wilson, Mr. and Mrs. Frank Wood, Mr. and Mrs. John L. Woodworth, Mr. and Mrs. Gregory G. Wright.

Laboratories at Middlebury have been busy places during the past academic year. Above is a limited glimpse of some of these activities. 1. Dr. Grant H. Harnest (*center*) checks progress of students in first lesson on new high pressure reduction apparatus purchased with du Pont grant to Chemistry Dept. Helen Fitzgerald, '59, (*right*) and Lewis A. Parker, '59, seat high pressure chamber inside electrically heated casing. Both students will be working on honors projects in chemistry next year under new program.

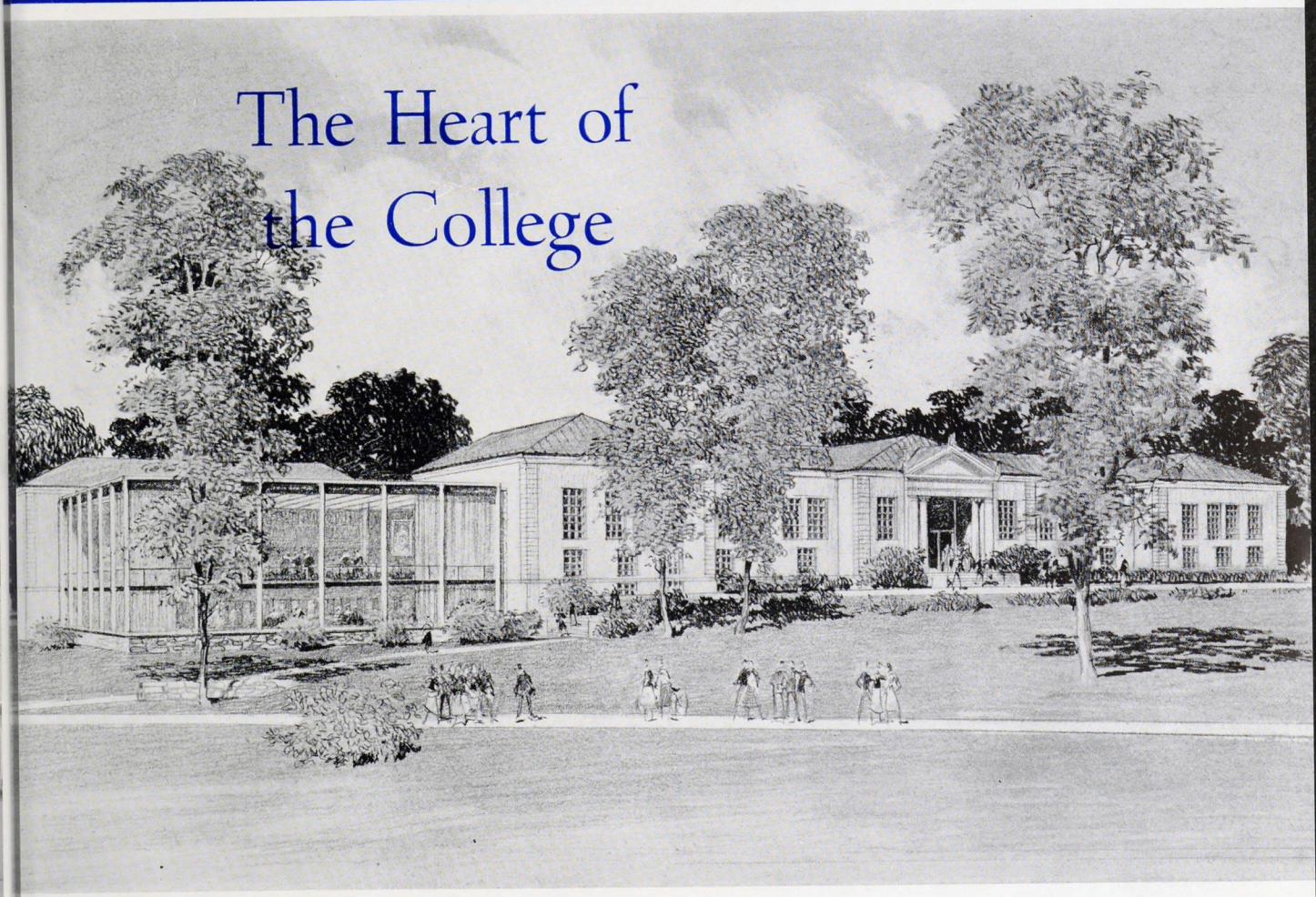
2. William Davis, '56, (*center*) teaching fellow in Chemistry, demonstrates control of pressure on new equipment to John G. Damrath, Jr., '58, (*left*), under supervision of Dr. Harnest. Mr. Damrath has won award for graduate study at Purdue University.

3. James H. Baum, '59, (*right*), sets up new physics apparatus recently added to laboratory through a General Electric Company grant. Dr. Benjamin F. Wissler, supervising first test of equipment, describes it as instructional in nature, to be used for basic experiments in Modern Physics.

4. Dr. Chung-Ying Chih interprets to John D. Clewley, '58, (*right*), readings taken from emulsion plates showing action of K mesons during atomic explosion. Dr. Chih made plates at Berkeley Radiation Laboratory in California. National Research Foundation grant furnished equipment to continue his investigations in Middlebury College laboratories.

"Every college and university in the country, to fulfill its function, must give as much attention to its library's requirements as it does to its physical equipment."—*J. Donald Adams, columnist for* The New York Times.

The Heart of the College

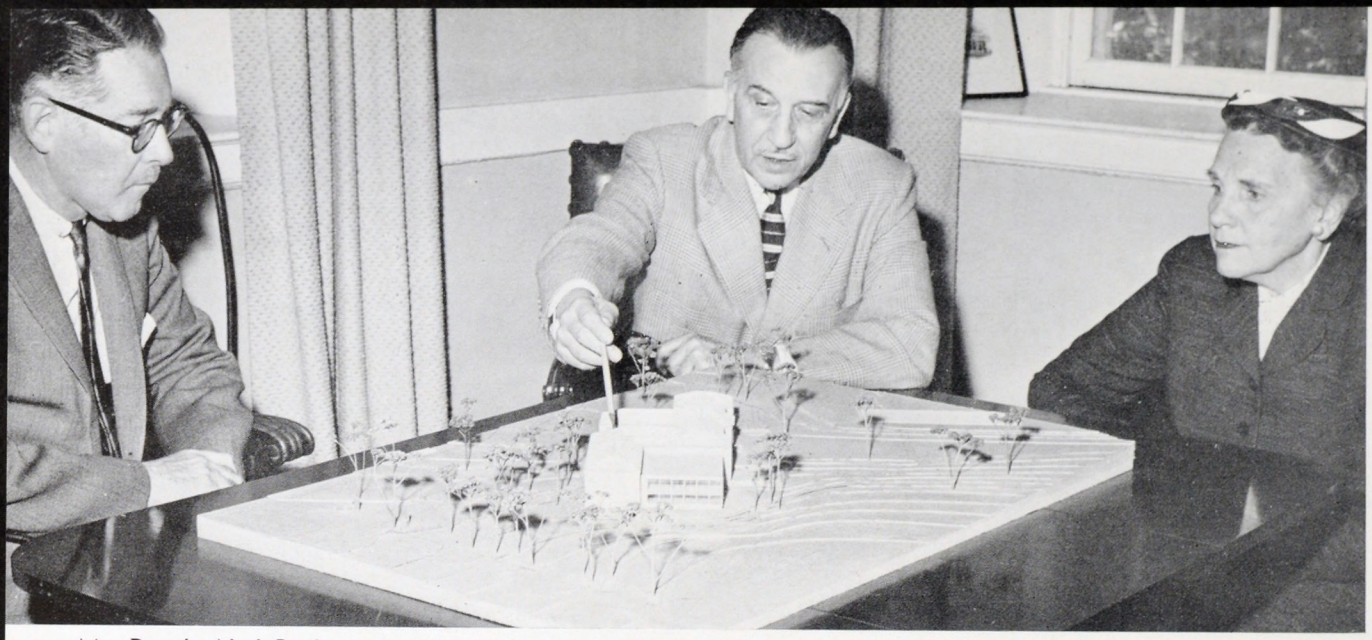


Proposed addition to Starr Library at Middlebury College

The late George Lyman Kittredge, most famous of American Shakespearean scholars, was a man given to forthright statement. Walking through the Harvard Yard one day, he pointed to the Widener Memorial Library and said: "Every other Harvard building but that one could burn to the ground, and we would still have a university." Not only of Harvard but of every other college and university, it may be said that the library is the most vital, the most essential organ of that institution's body. If, as has often been said, the library is the heart of the college, it must be large enough and strong enough to pump the blood of learning to all parts of the institution, day in and day out, without obstruction or obvious strain.

The academic library today has become a "laboratory for the implementation of the teaching program," as one educator has put it. New library buildings have recognized the multifunctions of the library resources, and have provided not only book stacks and study areas (often interchangeable), but seminars, listening rooms, typing rooms, classrooms, and exhibit areas. The library on campus, as a symbol of learning, increasingly serves all departments and facets of college life.

With the recognition of its continuously expanding role, the Middlebury College library system has realized that its greatest need has, for some years, been new functional building additions to the present Egbert Starr Library that will adequately express one of the major aims of the College, namely: "Middlebury College seeks to make her graduates at home in the world of thought. Through the study of the history of ideas and by quickening the interest in creative thinking, the College equips young men and women to solve more completely the ever changing problems of everyday life."



Mrs. Dorothy Nash Brailey, '19, Alumnae President and Professor Reginald L. Cook, '24, recently made a tour of the crowded Egbert Starr Library and looked over the plans for the new additions to the Library which will solve the "Library Problem." Above, President Stratton explains plans for the Library to Professor Cook and Mrs. Brailey.

As Mrs. Brailey and Mrs. Margaret L. Fayer, Librarian, look on—Professor Cook points out the location of the new Library addition.

Times have changed at the Library. Alumni will recall when the Abernethy Room was "quiet haven." Now the room must be used to help the crowding problem.

A typical section in the stacks showing overcrowded shelves.

Limited office space makes difficult working conditions.

FOR YOUR INFORMATION . . .
This article is reprinted from the Summer Issue of the Middlebury College Alumni Magazine for the purpose of informing interested parents of the progress being made in the developments of the Library Project.

WANTED:

$883,095 for Middlebury's Library

The past academic year has been one of special effort in behalf of better Library facilities at Middlebury. Generous response from individuals, foundations and corporations to the College's Special Gifts efforts has made it possible to start construction this summer of the first phase of the urgently needed Library addition. Special Gifts and pledges for the Library now total $466,905. This represents over a third of the total cost of the $1,350,000 project.

Now we must finish the job. Furthermore, it must be done with some dispatch to insure that construction of the additional phases may get under way expeditiously following completion of Phase I. (*see next page*) Basically, the first phase will help alleviate a serious need for more space for readers. It will contribute little toward making more effective library facilities available until Phase II, the renovation of the present Library, and Phase III, the new Reading Room and extended stack area, are completed. Only by completing the job can Middlebury have the library facilities it needs to maintain the excellence of its academic program.

One speedy way to complete the project would be to find someone who could give $883,095. Such a person is difficult to find. Furthermore, finding him would prevent all of our Middlebury people from sharing in our Library program. (But if you do know of such a person, kindly identify him to the Middlebury Development Office in order that other important needs such as endowed professorships, funds for books, teaching facilities, student aid, etc. might be discussed.) Briefly then, to insure fulfillment of Middlebury's library needs, the College must turn to many sources—to 8,000 loyal Alumni, to interested parents, to the many people who know Middlebury through its Summer Language Schools, to its friends and supporters in foundations, in business and in the community. Together and in common effort these varied sources can assure the success of the complete Library plant.

The goal of our Alumni is $400,000. This is a significant sum and second only to that which Middlebury must seek from special gifts by foundations and individuals. It is fitting that this be so. The Library is the heart of Middlebury College and the core of its educational program. To its Alumni the College looks for the means to maintain its academic strength. There is no one physical facility at Middlebury more worthy of Alumni support than the College Library.

In 1946 well over 50% of Middlebury's Alumni contributed to the fund that made possible the Memorial Field House. The average size of gifts from Alumni in that venture was over $100. **If now, 12 years later, Middlebury can achieve similar support from its own people, the library objective can be realized.**

As we face the task of securing from Alumni giving $400,000 for the Library, we must also maintain our Alumni Fund and its annual scholarship program of $25,000. Critical though the Library needs be, Middlebury cannot afford to lose for even a single year its largest source of student aid, the Alumni Fund Scholarships. Equally important, the Alumni Fund must not lose its basic continuity and identity as the foundation of annual Alumni giving.

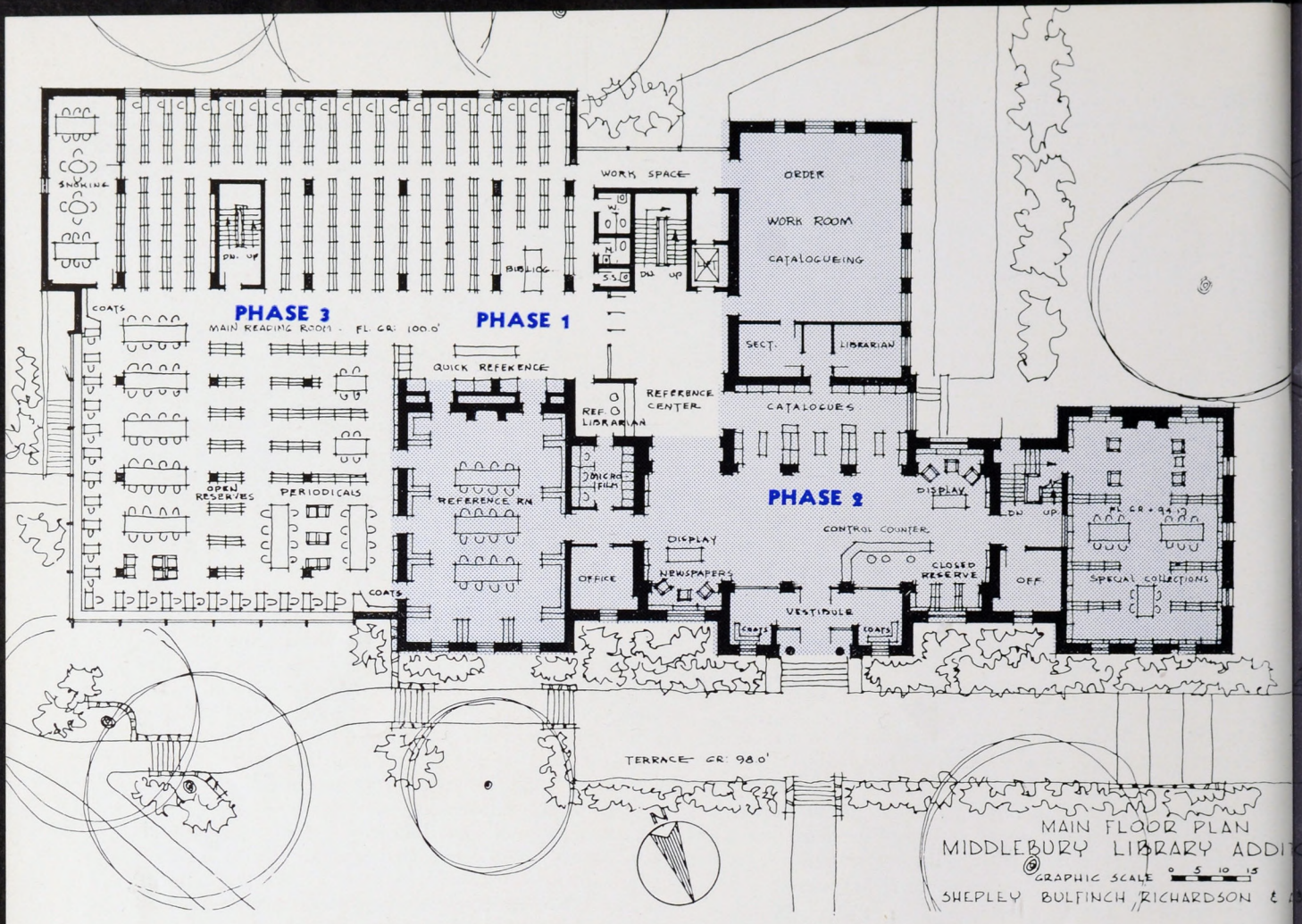
For these reasons, it will be necessary to combine the Library Appeal with the 1958–59 Alumni Fund. In doing this there is risk that some Middlebury people will lose sight of the fact that more is needed than a sustaining annual gift to the Alumni Fund. To limit this risk a 30-month (three taxable years) pledge period is planned for the joint Library-Alumni Fund Appeal in order to establish the necessary level of giving to achieve success. Those who can make a capital pledge in response to the Library Appeal will be listed as Alumni Fund contributors for each of the years covered by the period of their pledge and will not be solicited for Annual Giving during the pledge period. Inasmuch as the College's objective is an important one, it will be necessary that a large portion of the Alumni body be included in this group. Those whose circumstances do not permit pledging can maintain their Alumni Fund continuity by giving to the current campaign. In any event it will be necessary that all Middlebury people everywhere take part in the joint appeal by pledge or gift to insure success.

In conducting the joint Library—Alumni Fund Appeal, Middlebury will reactivate an interesting historical precedent in support of its Library facilities. In 1800 the College's first Library was established by 34 townfathers who pledged $25 shares each to make available "facilities for advancing knowledge through the printed word." The facilities thus established consisted of 562 volumes and founded Middlebury's library. Now some 158 years later, Alumni will have the opportunity to pledge "shares" to insure new library facilities urgently needed. These shares will be in varied amounts so that each may pledge a share in the Library program in accordance with individual means to help. The $25 pledged in 1800 by each of the 34 citizens of Middlebury to make possible our first College library represented sacrificial giving. The test now faced will likewise require sacrificial giving.

To date Special Gifts efforts have made possible a splendid start toward fulfillment of the library program. The response of several people has been magnificent. Results reported in the accompanying table on the following page reflect the strong appeal of the Library cause. Each of the gifts and pledges received has been classified by the source of support. Thus, some $37,000 has been credited to Alumni Giving by the special advanced gifts of generous graduates.

The *Fall issue* of the NEWS LETTER will be devoted to our Library needs and our program for fulfilling them. This is a preliminary report on the past year's Special Gifts effort and the general Library Appeal to come.

All of us are constantly asked for contributions to worthy causes but in the year ahead Middlebury has the right to ask that each of us give priority to her urgent need for adequate library facilities. So please decide now that this coming year Middlebury and its Library will go to the top of the list of causes that you support.



Main floor plan with present library area shaded to show additional area and facilities needed.

Report on Special Advance Gifts to Library as of June 16, 1958

	Funds on Hand	*Pledged*	*Total*	*Quota*	*% of Quota*
Special Gifts	$305,944	$113,356	$419,300	$700,000	59.9
Alumni	36,102	1,000	37,102	400,000	9.3
Parents	7,418	1,350	8,768	150,000	5.8
Business and Industry	1,235		1,235	50,000	2.4
The College and the Community				25,000	0.0
Summer Schools	500		500	25,000	2.0
Totals	$351,199	$115,706	$466,905	$1,350,000	34.6

Note: (1) Above figures do not include gift of $100,000 for support of the Library by The Irene Heinz Given and John La Porte Given Foundation. This generous grant was for endowment with income to be used for purchase of books.

(2) Total under "Special Gifts—Pledged" includes $25,000 conditional grant from The Kresge Foundation. This grant is contingent upon our raising $500,000 for the Library to insure Phase I by June 1, 1959.

CAMPUS

Commentator

A Senior's Reflection

By Richard M. Woodworth, '58

SOMEONE once surprised me with the remark that he couldn't understand why college students continued to have such strong ties with their home town, high or preparatory schools. What, he wondered, could these possibly mean to them? Pondering that question the discussion went on to the relationship of an alumnus to his college. It was conceded that a few seniors would be apathetic graduates. But this feeling strikes most seniors approaching alumni status as peculiar.

Recalling past memories and experiences the other day, some of us were discussing the traits of Middlebury students.

Friendliness is the quality that impressed a number of people about Middlebury. It seemed, said one transfer student, that everyone was interested in him when he arrived, that he was more than just another face in an education factory. This friendliness is manifested in any number of ways: the surprise birthday parties in women's dorms, the fraternity Help Week projects, and the response to calls from townspeople in the time of flood, fire or blizzard.

If this trait is perhaps the Middlebury student's most outstanding, enthusiasm runs a close second. Often called "gung-ho," people here are generally eager about something; if it is not always eagerness about classwork, then it is an eager approach toward sports, dating, or extra-curricular activities. At any rate, there is an enthusiasm that is considered admirable.

Often mentioned, of course, was the variety of personalities and backgrounds represented. Extroverts and introverts, athletes and debators, gentlemen and scholars act and react on a scale that is as amazing as it is rewarding. Besides the fact that the Admissions offices produce this variety, multiple opportunities at Middlebury cater to it. Though it is perhaps surprising that there is also a unity achieved through this diversity, it is here that another trait, which might be called flexibility, becomes evident. Whether it is through natural versatility or because personalities are agreeable and open to change, people generally can adapt to new situations and make the best of different experiences.

Leadership ability was regarded by someone as the Middlebury student's forte. This is seen in the number of presidents, captains, and heads of organizations; surely it must total close to one hundred in the senior class alone. There is also another kind of leadership here—it is the excellence which is represented in the annual Religion Conference, Phi Beta Kappa selections, hockey victories, and Rhodes or Fulbright scholars. Middlebury students can produce a play like "Hamlet" or win a skiing meet, and they do either well.

Others said that wholesomeness, or a clean-cut manner and personality, is the best trait of the Middlebury group. They find this reflected in a healthy outlook toward life. There are always some dissenters and a few who try to set the world afire, but the majority accept life as they find it, with enjoyment and happiness the rule rather than the exception. Also noted was a naturalness and informality about students, most of whom are not walking superiority or inferiority complexes. That casual air by which you can spot a college man a mile away is, upon closer acquaintance, a sincere and pleasant manner.

We finally arrived at that much misused term "well-rounded" and, granted, many Middlebury undergraduates possess this versatility. The macrocosm can have such varied excellences because each individual is interested and proficient in different things. He can talk about Plato or the law of thermodynamics, he can ski at the Snow Bowl with the best of them, and he can organize a community project at the hospital or church.

Brilliance was not mentioned as a Middlebury characteristic, although the College has more than its share of valedictorians and scholarship winners. However, it cannot be denied that the average level of intelligence here is quite high. When students do think they generally come up with the right answers; it is their occasional failure or unwillingness to think that bothers some.

If these traits are what some people believe outstanding at Middlebury, what are the worst? Several cited complacency and apathy, which are not necessarily localized. Students just won't get aroused or exert themselves over anything. To illustrate the point someone noted that a favorite expression—be it from parents, roommates or television—is: "Don't worry, everything's going to be all right." One wonders how there could be an active response to anything when this is the pervading philosophy of the times.

At the other extreme, however, there was complaint about the over-enthusiasm of Middlebury students. There is considered to be such extremism that if people are given an inch they take a mile. It seemed to some that enthusiasm, which had been mentioned as a good trait, often becomes fanaticism when individuals exert all their energy in just one direction.

A pettiness issuing from the small-town atmosphere was seen by others as the worst trait of Middlebury students. Trite, often injurious gossip is part of a more general situation where everyone knows and worries about what everyone else is doing. Unfortunate social pressure and conformity were thought to arise from this.

The talk then began to move toward what each person thought was the best thing about the College as a whole. Not infrequently expressed was Middlebury's ideal size. Its smallness allows one to know or at least be acquainted with a majority [*Continued on page 11*]

with our FACULTY

By Professor John G. Bowker, *Dean of the Faculty*

Two major changes in the college curriculum have been realized during the 1957–58 year, one the result of further study of freshman course offerings and the other a new approach to individual honors work in the senior year. Both proposals reached the Faculty through the Educational Policy Committee and represent their positive efforts to keep abreast of the continually changing emphases in higher education. Middlebury has never adopted one of the much publicized core curriculum programs, but we have watched and studied the experiments of others and have attempted to achieve many of the advantages within the framework of our departmental instruction. The required freshman course in Contemporary Civilization has recently undergone a complete revision so as to provide the "core" for the Social Sciences; English Literature serves the Humanities similarly.

The new degree requirement in foreign language (completion of a foreign language at second-year college level, or the equivalent) has reduced the number of free electives for a majority of freshmen to two, and now we are to require that these shall be chosen from courses not too specialized in nature, and from those which properly introduce the freshman to the kind of work that is expected of him in college. Essentially, courses which satisfy the degree group requirements seemed best to fulfill these objectives. Mathematics has been added to the list because it is basic to a growing number of other fields and is one of the subjects studied progressively in preparatory school and college. As a result, freshmen may no longer elect courses in Speech, Harmony, or Home Economics. A typical program for a student inclined toward the Humanities or Social Science will now consist of: English, Contemporary Civilization, a foreign language, Biology, and a choice of History, Music appreciation, Philosophy, Psychology, or Sociology. For the prospective scientist: English, Contemporary Civilization, a foreign language, Chemistry or Geology, and Mathematics. All freshmen courses in the natural sciences and mathematics are now essentially unified and survey in character.

After months of painstaking study, the new departmental Honors Program was submitted to the Faculty at the April meeting. Not within memory has a curriculum proposal caught such immediate and enthusiastic endorsement of faculty and students alike. "The new academic Honors Program is the latest and greatest step forward in the dynamic progress of both intellectual and physical improvement at Middlebury," cited the campus editorially.

The program represents a truly significant step. For the first time a qualified student may embark upon a serious investigation of some aspect of his major with upwards of three hundred hours made available through release from one of his five courses. A student ranking in the top third of his class may register as an Honors candidate late in his junior year at which time he submits his proposal to the major department. Upon approval of his qualifications and topic by his departmental faculty, his candidacy is reviewed by a Faculty Honors Committee consisting of the Dean of the Faculty and eight others, two elected by each Faculty Division. With their sanction a faculty advisor is assigned and the project can get under way.

Candidates are encouraged to begin their preliminary research and reading in the spring and summer preceding their senior year so that regular and frequent meetings with the faculty advisor can start early in the fall. The advisor will serve and counsel only as a referee; the direction the work actually takes is to be the student's own. His completed thesis must be submitted during April of his senior year, well in advance of the General Examination season. It will be judged by a Board of Examiners consisting of his major department faculty plus an examiner from the outside. The candidate will appear before the same Board for an oral examination. Six credit hours will be awarded for the successful completion of the project whether or not Honors are recommended. A copy of the thesis will be deposited in the College library.

Thirty-one students, twenty men and eleven women, majoring in eleven departments, have been admitted to the Program for the 1958–59 year. Representative of the subjects to be studied are:

1. The simultaneous analysis of chromium and vanadium by ceric titration.
2. The influence of "Plutarch's Lives" on Shakespeare.
3. By using modern India, to determine relationships between social and economic change.
4. The evolution of Stravinsky's style.

5. Massachusetts governor's council, watchdog or leech?
6. A quantitative study of sub-liminal perception.
7. The influence of Russian literature of the 19th century on French Literature of the 20th century.
8. The origins of the Republican Party in Vermont.

It is a question whether or not the Faculty could have embarked on this program without the assurance that our library facilities are soon to be expanded. The announcement that work on the first phase of construction is to start in July was made by Dr. Stratton at the Faculty meeting when the plan was adopted. With the realization of more adequate facilities for research in all fields, we must turn our attention to instructional procedures which will encourage greater initiative and more investigation and inquiry on the part of the student. Fewer class contact hours and more individual student effort may well be a wiser solution to some of the problems we face than the widespread adoption of mechanical aids.

New courses to be offered in the fall include one in "Urban and Transportation Geography," dealing with modern aspects of the exploding metropolis; a course in "Work and Society," a junior level course offering an anthropological approach to the study of the complex of work; and two courses in History, "The Age of French Revolution" and "European Colonialism in Africa and the Near East," whose titles reveal their timeliness in dealing with the historical background of these troubled areas. Each of these courses is being introduced on an every other year basis, to be offered alternately with other courses in their respective departments. By so doing we are able to enrich and strengthen the curriculum, without actually increasing the teaching-load factor.

THE PRESIDENT'S PAGE

[*Continued from page 2*]

at Pugwash, Nova Scotia.

In this account of summer faculty activities, I have omitted many faculty members undertaking equally important studies and I ask their indulgence, since my intent is only to suggest that intellectual apathy has not beset our faculty members in the summer of 1958.

An account of our seniors must also only be suggestive and far from complete. It is interesting to note, however, that of the many who are proceeding to graduate study, our presently incomplete records indicate that approximately twenty have received competitive awards and scholarships that include such national competitions as the Fulbright and Woodrow Wilson Scholarships. Of higher education in America and at Middlebury, we need not, I think, take a pessimistic attitude. If *Sputnik I* accelerated activities in the Pentagon, the Russian satellite has in a much broader way stimulated an important self appraisal of the environment of the American college. For this by-product of the Space Age, we can be grateful.

A SENIOR'S REFLECTION

[*Continued from page 9*]

of people here, while the informal relationship between students and faculty provides a vital part of the learning process. Many underclassmen whose feeling of significance is diminished by large classes fail to realize that the senior seminar groups of four or five people meeting in the professor's home can be the most rewarding experience of the college career. Moreover, except for the large introductory survey sections, classes of about 15 to 30 students are the rule, permitting all to be treated as individuals. While Middlebury's small size has definite advantages, it is nevertheless big enough to provide varied opportunities and experiences, both social and scholastic. Roughly 175 academic courses and 60 extra-curricular activities offer something for everyone.

Pastorally located, the College's setting was considered by some to be its unique feature. An absence of urbanization plus a number of natural facilities in the vicinity are scenic and recreational advantages which are significant. Already possessing a campus that is unique and consistent in its architecture, the College is alert to increasing demands for physical facilities. Just this year Stewart Hall and Wright Memorial Theatre were completed, while an extensive addition to the Library and remodeling of Hepburn Hall will begin this summer.

Academic opportunities were cited by others as that which distinguishes Middlebury. Famed for its language schools, the College's reputation as an outstanding liberal arts institution does not depend on this alone. Equally important is its excellence in various fields. Outside of technical schools few colleges can top Middlebury's science departments, and the American Literature department is perhaps the finest in the country. Nearly as strong are the English, History, Economics and Music courses, among others. Some professors here, moreover, are known to be among the top men in their fields. Although the College's academic standing may suffer, the faculty is not required to publish books or articles merely to embellish a reputation; thus professors are free to devote their time to teaching and informal sessions with students. What may be most significant, particularly in the past year, is Middlebury's success in raising its scholastic standards, both individually and collectively, due to concentrated awareness and effort on the part of the entire college community. Upon this basis the worth of the College as an educational center ultimately rests, and many students believe Middlebury will continue to prove and improve itself academically.

Gifts and Grants . . .

At Commencement the following record of gifts and grants to Middlebury for the 1957–58 year was announced:

Alumni	$249,788.76
Parents	16,538.88
Business & Industry	38,633.70
Individuals not alumni or parents	100,424.74
Philanthropic Foundations	495,531.69
Other	11,781.46
Total	$912,699.23

Don't Forget Parents Day Oct. 25th!

FIRST PHOTOGRAPH of the College's new Wright Memorial Theatre which was used for the first time during Commencement Weekend. Formal dedication ceremonies will be held in the Fall. Inasmuch as the *Fall Issue* of the *Your Family and Middlebury* will have gone to press before the dedication ceremonies, the picture story of the new theatre will be published in the *Winter Issue*.

1958-1959 College Calendar

SEPTEMBER		
11	Thursday	Freshman Week begins
15	Monday	Classes begin
OCTOBER		
4	Saturday	Alumni Homecoming Day
25	Saturday	Parents Day
NOVEMBER		
8	Saturday	University of Vermont Football Game
13, 14, 15	Thursday, Friday, Saturday	Religion Conference
26	Wednesday	Thanksgiving Recess begins
DECEMBER		
1	Monday (8:00 A.M.)	Classes resumed
13	Saturday	Christmas Recess begins
JANUARY		
5	Monday (8:00 A.M.)	Classes resumed
17	Saturday	First Semester Classes end
19	Monday	Examinations begin
28	Wednesday	Examinations end
29	Thursday	Midyear Recess
FEBRUARY		
2	Monday (8:00 A.M.)	Second Semester Classes begin
19, 23	Thursday, Monday	Winter Carnival Recess
MARCH		
13, 14	Friday, Saturday	Middlebury Conference
28	Saturday	Spring Recess begins
APRIL		
6	Monday (8:00 A.M.)	Spring Recess ends
MAY		
23	Saturday	Second Semester Classes end
26	Tuesday	Examinations begin
JUNE		
4	Thursday	Examinations end
6	Saturday	Class Day
7	Sunday	Baccalaureate
8	Monday	Commencement